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**SCHOOL MANAGERS, TEACHERS, AND PUPILS' OPINIONS OF EFFECTIVE
TEACHERS IN SELECTED HIGH SCHOOLS OF LUSAKA URBAN DISTRICT.**

BY

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
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AUTHOR'S DECLARATION

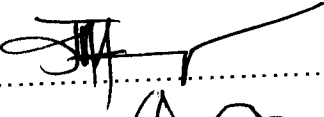
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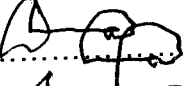
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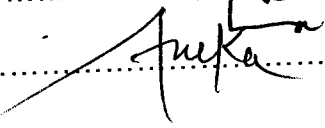
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APPROVAL

This dissertation of HARRIET MUTALE is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

Signed.......... Date..... 13th July, 2010.....

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DEDICATION

This study is dedicated to my sweet daughter Ndili Chisanga Kimberley, my father Mr. Abel Mutale and my Mother Mrs. Albina K. Mutale.

ACKNOWLEDGEMENTS

First and foremost, my heartfelt gratitude goes to my Research Supervisor Mr. Henry J. Msango for his brilliant guidance. His comments were critical but very constructive. I learnt a lot from him during the consultations. Secondly, I would like to thank Dr. D. Sibalwa who guided me in the early stages of the study. My sincere gratitude also goes to my brothers and sisters and friends for their encouragement during my studies. I wish to acknowledge the school managers of the various schools I visited while doing my research and all the people who participated in the study, for their cooperation. Lastly, but not the least, I am very grateful to Ms. D. Ditulo of the Computer Studies Department for typing some parts of this dissertation.

ABSTRACT

This study investigated school managers, teachers, and pupils' opinions of effective teachers in selected high schools of Lusaka urban district. Random sampling was used to select the seven high schools. Data was collected using questionnaires, semi-structured interviews, Focus Group Discussions and observations. The data collected were both quantitative and qualitative. Quantitative data was analyzed using a computer programme called excel to generate percentages. Qualitative data was analyzed by coding and grouping the emerging themes into categories.

The study specifically examined the following research questions;

1. What were school managers and pupils' opinions of effective teachers?
2. How did school managers and pupils differentiate between effective and non-effective teachers
3. What were school managers' ideas about classroom management of effective teachers?
4. Were teachers able to identify effective teachers among themselves?

The findings of the study revealed that effective teachers taught well and produced the best results in schools. They were sharp (intelligent), well qualified and were role models. They were punctual for work, attended to all their classes and did not waste their time chatting.

According to the study, both male and female teachers were effective, the question of gender did not affect them. Age did affect teacher effectiveness but there was also some evidence that in each age group there were effective and non-effective teachers. While experience generally helped to make some teachers more effective, to some extent it made others relax in their teaching as they thought that they knew everything about teaching. On the methods of teaching, the study established that a combination of teacher and child-centred methods promoted effective teaching. However, pupils felt that the explanation method (where a teacher spends time expanding on points or

giving details on the topic) was more effective than any other. The study, in addition, found that the school climate contributed to teacher effectiveness but as far as pupils were concerned, it did not.

The study also revealed the following characteristics in effective teachers: hard-work, self disciplined, consistent behaviour, co-cooperativeness, willingness to learn from others, encouragement and helpful.

The study further found that activities that encouraged effectiveness in class included preparation of lessons, organization of the individual lesson, time management, adequate class control, demonstration of knowledge of material while teaching, as well as willingness to guide the pupils.

The findings of the study on the characteristics of the bad teacher were that, he or she failed to communicate in class, told stories or kept revising the work done earlier, reported late to school, failed to prepare the lessons and was generally lazy. The bad teacher also used abusive language, was hot tempered and had favourites among pupils.

The study concluded that, whether one was teaching in a government, mission or private school, his or her effectiveness had a lot to do with all the conditions that influence teaching as well as characteristics or traits of that particular individual, and these were further influenced by the opinions that the community attached to this noble profession as shown in the study.

School managers, teachers and pupils' opinions of effective teachers were in many respects similar and were based on what they had seen and experienced when they interacted with different teachers at any given time. The study makes the recommendation that opinions about who a good and a bad teacher is must be taken seriously because they serve as standards if not criteria for rating teachers for their own professional growth. The point is that opinions are double edged. They can enthuse and they can reprimand teachers.

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CHAPTER ONE

INTRODUCTION

1.1 Background

It is the responsibility of schools to fulfill their educational goal of equipping the learners with knowledge and skills needed for survival in society. Every country should prioritize education for it to develop, because countries and individuals without access to knowledge and skills provided by education lag further and further behind (Watkins, 1999). Coleman (1969) argued that education would perhaps be the most important function of state and local governments, and further contended that it was doubtful if any child would reasonably be expected to succeed in life if he or she was denied the opportunity of education. This observation could be made even in the years to come.

It would, therefore, rightly be pointed out that individual countries need to attach great importance to education and ensure that education is provided to all. Even if not everybody would be able to gain all there is to benefit from education, at least, "those who would avail themselves of the opportunity for learning would acquire useful knowledge, reasoning ability, skills, and values" (Kellaghan and Greaney, 2004:1).

Many nations have become concerned with the creation of more effective schools where quality education could be offered and they have included this in their national development plans.

In the United States of America, for instance, the Effective School Movement was developed because many educators and researchers reacted to the assertion of school impotence contained in the Coleman report (1966). The general assumption of the effective school movement was that "all children are eminently educable and that the behaviour of the school is critical in determining the quality of that education" (Kunikhuli, 1988:11). As a result, studies on effective schools were done so as to show what difference the school made in the level of academic attainment of an individual child who attended it. In this line, each country would need to have a school that "is characterized by the pursuit of excellence in the intellectual and personal development of its pupils" (Ministry of Education, 1996:161)

Zambia too has, since independence, tried to bring about the kind of education that could be appreciated by all Zambians. This is the reason why, in 1977, Zambia carried out the Educational Reforms. The Reforms were the first National Policy on Education. These Reforms tried to address among other things, the colonial system of education that favoured whites. "Education policies during the colonial period strictly conformed to the ideology of the ruling class referred to as colour bar" (Sikwibele, 1989:115). This exercise was also to work out an education system that was most suited to Zambia as a post colony.

Apart from the local reforms on education, Zambia continued to take part in the international conferences and programmes that were looking at the provision of quality education. Zambia, for instance, was one of the countries that made up the Southern African Consortium for Monitoring Educational Quality (SACMEQ). The SACMEQ was a voluntary grouping of 15 ministries of education in Southern and Eastern Africa. "A major aim of SACMEQ is to promote capacity building in equipping educational planners in member countries with the technical ability to monitor and evaluate schooling and the quality education" (Kellaghan and Greaney, 2004:3). This came about as a response by member countries to the objectives of the World Conference on Education for All.

In trying to closely align the educational goals with those articulated at the Jomtien Conference of 1990, Zambia began a process that gave rise to "Focus on Learning", and this document was introduced as a second National Policy on Education in 1992 by the Movement for Multiparty Democracy (MMD) government. In 1996, after a series of meetings, seminars and conferences, which had began as early as 1994, a new National Policy on Education was produced, known as "Educating Our Future". This document addressed many areas including quality education, democratization, decentralization and productivity, curriculum relevance, capacity building and so on, (Ministry of Education, 1996).

It could be concluded therefore that the “improvement of quality of education has, over the past decade, been a key feature in developing countries of the reform proposals made by governments and donor agencies” (Kellaghan and Greaney, 2004:59). This could even be seen by the revised goals, set by national governments, organizations and donor agencies when they recommitted themselves to Education for All (EFA) with the Dakar framework for Action in 2000. One of the goals included improving all aspects of quality education.

Quality education could be offered in effective schools. However, effective schools could only provide the desired quality education, depending on the calibre of teachers present in those schools. Teachers are one of the chief determinants of educational achievement in the classroom (Ministry of Education, 1992). Teachers play a big role in shaping individual learner’s character, and for them to effectively do this; they need to possess certain qualities. It is the presence or absence of such qualities that would differentiate effective teachers from the non-effective teachers as may be observed by either the School managers or the pupils they handle in classrooms.

Teachers who are effective teach successfully. They possess qualities that encourage quality learning to take place. Effectiveness has to do with achieving aims or goals. An effective teacher is one who achieves the goals that are set either by himself or herself, by the school or by the Ministry of Education in form of the curriculum and syllabuses.

An effective teacher has been described in different ways by different authors. To start with an effective teacher is associated with effective teaching. Effective teaching itself is the teaching which successfully achieves the learning by pupils intended by the teacher. http://712educators.about.com/od/teachingstrategies/worst_actions.htm. Effective teaching could also be referred to as good teaching. In this case an effective teacher is a good teacher or better still an excellent teacher. This means that some writers make no distinction between effective teachers and good teachers. They feel that they are one and the same. It follows, therefore, that according to these writers there is no distinction between what constitutes effective teaching and good teaching.

Avenant (1990) states that a good teacher is one who is capable of motivating pupils to co-operate. An effective or good teacher therefore must possess some traits of leadership such as influencing and coordinating the efforts of others to achieve set targets/goals. A good teacher must all the time instill a sense of responsibility in his or her pupils. They should be seen to follow his or her example of serious work and dedication. An effective teacher makes sure that whatever he or she plans to do for and with the pupils happens without making excuses for failing to carry out what was expected to be done.

Planning and organization of activities are some of the things that make one effective. There are still other qualities that can make a teacher effective or good.

Mwamwenda (1996) mentions that essential teaching skills are the things that effective teachers make use of. These include positive attitude, communication, questioning, and feed back and so on.

There is no agreement on the qualities of an effective teacher. While some people centre their argument on those things that have to do with one's personality, others may concentrate on one's skill to impart knowledge in the classroom. This is to say, different people perceive qualities of an effective teacher differently. One's perception of a given teacher largely depends on how the teacher affects that person either in class through teaching or outside the classroom by social interaction. In other words the perception of a teacher depends on how he or she relates to the people he or she is working with and in this case, the pupils, fellow teachers and members of the community, such as parents. According to Thompson and McHugh (1990) perception is the active psychological process in which stimuli are selected and organized into meaningful patterns. Perception, therefore, has to do with the conscious experience of objects and object relationships (Coren and Ward, 1989). Qualities of effective teachers are identified as positive or negative following the kind of relationship between these teachers and the school community.

Brain (1998) <http://www.byggpub.com/eost/eost/.htm> categorizes qualities of teachers into two sets. Set one consists of what have been termed as 'core qualities' while set two comprises specific skills that are developed by good

teachers. According to Brain (1998) these core qualities include knowledge, communication, interest, and respect for the students. These qualities would help a teacher to become effective as they touch both one's profession as well as one's character. This is to say, whatever the case, qualities of an effective teacher have to do with both what goes on in the classroom and one's personality.

1.2 STATEMENT OF THE PROBLEM

How should quality learning and quality education that are so much talked about be achieved? The answer is arguably centered on teachers. Teachers are the key to all activities that are done in schools.

There is a strong need, therefore, to explore qualities of effective teachers so as to differentiate them from non-effective teachers and to see how they could try to bring about change in teaching and learning, thereby promoting the much desired quality education especially in high schools. Having said this, however, there was no research conducted in Zambia to assist people in education on what features of effective teachers were. Such a situation constituted a problem for the nation and, therefore, this study saw the need to fill up such a gap and, hence, the present study.

1.3 PURPOSE OF THE STUDY

This study aimed at identifying the qualities of effective teachers according to school managers and pupils' opinions. It also sought to differentiate between effective and non-effective teachers by exploring conditions that influenced effective teaching. The study also aimed at discovering whether or not teachers themselves knew who effective teachers were.

1.4 OBJECTIVES

The following objectives were thought to be important for this study. They were to:

1. find out the school managers and pupils' opinions of effective teachers
2. find out how school managers and pupils differentiated between effective and non-effective teachers
3. explore school managers' ideas about classroom management of effective teachers
4. Find out whether or not teachers knew who effective teachers were.

1.5 RESEARCH QUESTIONS

The research questions which were used in the study were as follows.

1. What were school managers and pupils' opinions of effective teachers?
2. How did school managers and pupils differentiate between effective and non-effective teachers

3. What were school managers' ideas about classroom management of effective teachers?
4. Were teachers able to identify effective teachers among themselves?

1.6 SIGNIFICANCE OF THE STUDY

The study might be helpful to the Ministry of Education when balancing the staff during which staffing in different schools is checked. So the identified effective teachers could be placed in needy schools. The findings may also be useful to teachers who could do self-evaluation to see whether they were effective in their teaching or not. It might also assist them to improve their teaching techniques as well as classroom management. Teacher training institutions too, could use this information to identify which areas to emphasize in their programmes as they prepare teachers.

1.7 LIMITATIONS OF THE STUDY

This study faced two major limitations. The first concerned financial constraints, and so it was confined only to seven (7) high schools of Lusaka district as the researcher could not manage to go round all the high schools of Lusaka district. The second limitation was that there was inadequate time to interview all the grade 12 pupils in the seven said schools as they were busy preparing for their mock examinations. Despite that, enough data was still collected



1.8 OPERATIONAL DEFINITIONS

In this study the following phrases or terms were conceptualized as follows:

Classroom management:	Organizing and controlling of a class by a teacher
Continuing Professional Development:	The on-going professional training in form of workshops, seminars and other courses done while a teacher is already employed.
Educational goal:	Particular intended outcome of education in terms of objectives set.
Effective teacher:	One who makes quality learning to take place.
Opinion	A belief that may or may not be backed with evidence but which cannot be proved with that evidence.
Quality learning:	That learning which makes pupils to acquire the necessary

	knowledge and skills needed in the society that they will enter.
School Climate:	Set conditions embracing factors such as trust, cohesiveness, caring, respect and creativity, academic and social growth.
School Improvement:	The deliberate changes that occur in a school to meet the planned learning goals and other related internal conditions in one or more schools.
Self-evaluation:	Self-appraisal, in getting to know oneself as others see him or her. It is self-analysis not only of strength but also of short comings.
Teacher Trainer:	One who prepares the teachers in acquiring the knowledge and skills needed in teaching.
Teaching Techniques:	Practical skills and abilities used in teaching.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The review of the literature starts with a discussion of 'opinion'. This is because this study is organized on the basis of people's opinions of an effective teacher. Presented also in this chapter is the literature review related to other aspects of the study in the following categories; the conditions that influence teaching, teachers' personalities and classroom activities.

2.1 Opinion

There are different ways of defining the word 'opinion', for instance, an opinion may be called a 'belief' or 'conclusion' that is held with confidence but not substantiated by positive knowledge or proof <http://dictionary.reference.com/browse/opinion>; an opinion just like sentiment or view is one's position or conclusion about something. Another definition states that "an opinion is a belief that may or may not be backed up with evidence, but which cannot be proved with that evidence" <http://www.bing.com/search?q=opinion> &FORM = MSNHII. Synonyms of the word opinion include conviction, feeling, idea, notion, persuasion, view, assessment and position just to mention some of them. An opinion about someone or something can either be right or wrong, but once many people come to share it, society is usually persuaded into accepting it as something real. It is

at this stage that an opinion is now turned into a belief and begins to affect the behavioural dispositions of people.

A belief is a system of ideas surrounding a person or a given situation. According to *Colins New School Dictionary* (2002:76) a belief is “a feeling of certainty that something exists or is true. A belief cannot be proved because it may not be a fact, but it is something accepted as a way of life or the way things should be. An example of this is in a religion where believers are expected to live according to their faith (what they believe in) even when they have insufficient reasons for holding on to that particular belief. This belief may sometimes not even be questioned because it is a conclusion to which an individual subscribes strongly

<http://dictionary.reference.com/browse/opinion>

An opinion, just like a belief, is based on experience. Newsom and Carrell (2001:45) point out that “When we accumulate information and experiences, we form opinions.” The repeated observations that people make lead to opinions and with time, opinions develop into principles which influence rules and regulations that govern an institution or a society. When people have an opinion that a person of a certain position ought to behave in a particular manner, they tend to accept this as the real behavior of whoever holds or may fill that position and this is how things should be according to them. For instance, there are things that society expects to see in teachers (the people who are involved in imparting knowledge to learners) especially those they identify as effective. People feel that

effective teachers should possess qualities that must differentiate them from ineffective ones. These are the qualities that they look out for when rating them. At the time of rating teachers, it does not matter to them whether or not what they see mirrors reality because their opinions have been formed from their past experience. Some may be under the illusion that whatever is observed is the truth and, therefore, real. Other people may also be so self opinionated that they do not want to accept that they might be wrong. One example is that some people believe that effective teachers are those that are able to adjust to intra and inter-roles, that is, switching from one role to another. In intra-roles, when one is able to act as a counselor but can also be a disciplinarian, or in inter- roles where one is a teacher as well as a parent to his or her pupils, and works successfully, to the observers he or she should be regarded as an effective teacher. Other people still have an opinion that effective teachers are those who are able to give personal attention to each pupil even in an over-enrolled classroom.

The question is; why should people hold on to opinions? To begin with, an opinion can be a fact in as much as it can have a source. A source can either be a place, person or some written information such as books from which an idea originates. In the case of teachers, opinions about them come from the society, pupils, fellow teachers and their supervisors as well. Such people have interacted with different teachers so they have reasons and experiences on which they base their conclusions about categories of teachers, therefore, their opinions

could be considered as facts. Next, opinions, attitudes and beliefs in many respects are closely linked (Newsom and Carrell, 2001). When people begin to form opinions which they could turn into beliefs, you expect their attitudes to change to suit what they know and believe in and with this, they would be able to influence others to follow their ideas. Apart from that, principles as earlier mentioned are developed from people's opinions which in turn allow values, ideas, norms and laws to develop. In addition, opinions make people act in accordance with a given community or institution. Opinions may actually help people to adopt working and living standards. Some do this because they do not want other people to have low opinion of them while others do that because in their own opinion, that is the way to live and work. Opinions have such influence on people's lives and work culture. This is to say opinions may lead to change of attitude once people become personally involved with what other people say and recommend as the best way of life. Attitudes that have eventually developed due to people's opinions could now be turned into action (Forsyth, 1987). It is in this respect that importance should be attached to what people say when they have observed things that are of a social nature especially in schools, which are among the most important socializing agents.

Naturally, nice things are said about people who are termed good and individuals who are perceived so may want to live up to such perceptions. "It is society at large which gives us a sense of identity and purpose, security and confidence" (Wachepa, 2008:27). According to Newsom and Carrell (2001:49) "we learn from

society which values are best and worst and which patterns of behaviour are most acceptable.”

2.2 Conditions that influence teaching:

2.2.1 Gender

Some scholars have carried out research on gender or sex and teacher effectiveness. For instance, Chivore (1990; 1994) in his evaluation of the effectiveness of primary Teachers trained since Zimbabwe attained independence as well as his research on the Factors and Determinants of Primary Teacher effectiveness in Zimbabwe concluded that female teachers were more effective at primary school level than male teachers.

Female teachers' effectiveness may have been determined by the level of the pupils and the subjects they offered. For instance, the subjects such as English and social sciences done at primary level are much simpler than at senior level. These subjects mentioned would be handled differently by both pupils and teachers at those two different levels and teacher effectiveness could be perceived differently as well. Further still the opinion on female teachers' effectiveness may even be noticed more differently if the above subjects were to be compared to other subjects like natural sciences at senior level. This is supported by Kayungwa (2002) who noted that males performed better than females in physical or technical skills whereas females were seen to have done better in artistic, social and affective domains.

Here, it could be true to conclude that the level of the pupils and the subjects they were learning could have been the reason why female teachers performed better in primary schools in the Zimbabwean research that has been referred to above. This is because, at this level pupils do not deal with complex learning materials as the case is at high schools, where pupils begin to learn subjects like Chemistry, Physics and other subjects that require them to use higher order skills such as creative thinking, problem solving, organizing and research. Morris (1978:63) however, argues that “there were no advantages that have been shown for either sex in teaching boys and girls in any other particular situation”. This seems to suggest that there is no difference between female and male teachers in terms of the skills and the ability to teach since either sex could be talented in the same way when it comes to the classroom situation.

2.2.2 Qualifications

According to the literature reviewed, qualifications of a teacher are very important in the delivery of teaching and learning materials in class. Siaciwena (1984) states that the effectiveness of classroom instruction depends on teacher quality, which is itself determined by the educational level the teacher has attained, and the kind and amount of professional training he or she has received.

Chivore (1994) in Zimbabwe found that, teachers with ‘O’ level qualifications were more effective than those with Grade 11 academic qualifications, which

indicates that, the ability to teach effectively is aided by one's qualifications. When one is highly qualified, the presentation of teaching material in class becomes easy, because one is very confident since he or she knows the subject matter very well. Confidence may lead to effectiveness.

Kayungwa (2002) states that students tend to learn more from teachers with strong academic skills and they demonstrate more achievement gains in the classroom than students whose teachers are not qualified or have weak academic skills. Indeed pupils that are handled by less qualified teachers do not achieve much in class especially where these teachers are even assigned to handle the subjects that they were not trained to teach, consequently this affects the students negatively (Kayungwa, 2002).

From the literature above it may be suggested that teachers with weak academic backgrounds would not be so creative in a classroom situation. This is evident from the writing of Dodd (1970:16) who argues that, "indeed it is difficult for poorly educated and poorly trained teachers to do anything better than to teach by rote". While less qualified teachers may appear to do very little in class, the highly qualified teachers do not seem to fear any challenges while teaching. Such teachers are able to use a variety of ways of presenting their teaching and learning materials so as to make their lessons interesting.

Mwanza (2005) found out that one of the many reasons for poor performance of teachers was poor lesson preparation and delivery. The findings in this study seemed to indicate that poorly qualified teachers did not have the ability to teach effectively as they even failed to prepare their lessons adequately. Mwanza (2005) further reports that teachers themselves attribute their poor performance to lack of staff development programmes in schools. Her findings were in line with Banda (2002) who states that if not exposed to regular In-Service Education Training (INSET) programmes, the level of teachers' performance declines.

The above programmes are good for both young and old teachers because they keep updating the teacher's notes since new things continue coming up and "what was believed twenty years ago in many fields is no longer considered the best available information" (Simpson, 1966:3). Some years back, for instance, the curriculum started to change due to the issues of HIV/AIDS. So teachers needed to attend seminars and workshops and other short courses so as to see how best prevailing issues could be incorporated into the lessons. Contemporary issues such as the above therefore seemed to call for Continuing Professional Development (CPD). The CPD aims at promoting knowledge and skills, that is to say, it ensures competence in one's current job. In this view, even less effective teachers could easily change for the better since CPD keeps updating and extending their professional knowledge and skills which would in turn benefit the learners as they would learn more from them.

Baacke (1985) pointed out that teachers could easily become effective and argued that teachers do not need to be original geniuses or particularly talented as they could learn what is required of them and this would be through the same In-service training or the on-going programmes organized in and out side the school. Mwanza (2005) cites an example of the Mother Hale Academy, an effective school in New York, where teachers were exposed to on-going programmes of Professional Development which helped them to perform better in their work in school. This means that the on-going programmes did not only assist teachers but also led to school improvement and school effectiveness. The on-going programmes helped to polish up and refine all areas of teaching including the assessment of pupils in which some teachers in other countries found problems, for instance those in Guinea, who were reported to have been poorly trained in assessment techniques (Kellaghan and Greaney 2004). In the situation like the Guinea one, the on-going programmes would have assisted such teachers to gain the skills needed in evaluating their pupils.

Similar to what has been reported above, Lungwangwa and Mwikisa (1998) carried out a research about Education Indicators, Costs and Determinants of Primary School Effectiveness in Zambia. Their findings were that teachers in effective schools had stronger academic backgrounds as they tended to have acquired more years of pre-service and in-service training than teachers in non-effective schools, and Mwanza (2005) concluded that teachers with more training were more effective compared to those with less.

The Hamilton project White Paper of 2006, which was prepared in the United States of America discussing ways of identifying Effective teachers, states that paper qualifications have little predictive power in identifying effective teachers. This paper proposes measuring the effectiveness of individual teachers based on their impact on student achievement, subjective evaluation by principals and peers including parental evaluation. That is, identifying teachers using performance on the job, or looking at the ability of the teachers as they work so as to assess their competence in teaching and not just concentrating on their qualifications (http://www.brookings.edu/views/paper/200604_hamilton-1.htm).

This could mean that some teachers might be gifted in presenting their work in class even with weak qualifications. This, however, seems to be only a small piece of evidence as compared with the requirement of teachers to have higher qualifications in order for them to be effective in their work.

2.2.3 Age

According to Baacke (1985) it is absolutely not necessary that a teacher has to be older than the person or people that he or she is teaching. The teacher's competence with respect to the subject matter is sufficient. Whatever the age one could still become an effective teacher. This also depends on the learners, who could be attracted to either the younger or older teacher with regards to the way that particular teacher affects them in class. When pupils love their teacher,

young or old, they are likely to cooperate and work extra hard in class and in the process help the teacher to become effective. Kayungwa (2002) however, concluded that young teachers were more encouraging with regards to instructional and class management, and further points out that young teachers were more likely to establish a more conducive psychological classroom environment than older teachers. From the above it would appear as if young teachers would be more effective in classroom situations than the older teachers.

This conclusion is contrary to the research which was done on memory and the human brain to prove many people's belief that the power of the memory declined sharply as one grew older. Tucker (2005) reports that some research was carried out at the University of Chicago regarding memory power, perception and judgment. The findings were that, up to the age of 50, four (4) out of five (5) executives functioned in the same way as most 25 year old executives. It was further concluded that there was only a slight deterioration in the 60 and 70 year old executives. According to that research the little change in mental efficiency was so slight that it hardly made any appreciable difference between the old and young executives.

Tucker (2005) also reports that that the brain did not decline with age as was known or believed and "this decline was held to include most mental abilities, recall, retention, numerical ability, alertness and vocabulary" (Tucker 2005:15). However, the brain functions well if stimulated no matter at what age. These

findings seem to suggest that the teachers' effectiveness may not be associated with age. Both old and young can teach effectively. If old teachers could still be alert and creative, then they would be able to learn new things that are coming up and manage to teach as effectively as the young teachers.

2.2.4 Experience

According to Kayungwa (2002), students learn more from experienced teachers than they do from less experienced teachers because "Experienced teachers have an in-depth knowledge of content and how it can be taught effectively so that students learn" (Kayungwa, 2002:9). It is this experience which helps to polish up academic skills after a specific number of years. However, Kayungwa (2002) observes that there seems to be no specific length of time for one to be termed an experienced teacher. For instance, one could be effective with five years and another with ten years of experience.

On his part Simpson (1966) points out that mere teaching experience would not guarantee improvement. In other words experience cannot make a teacher effective. A similar point has been forwarded by Nyagura (1991) who found out in Zimbabwe that the newly trained teachers offered more than experienced teachers and further concluded that more experience could erode teacher effectiveness, with regards to the changing curriculum, methodology as well as examination requirements. As a result of the new things and ideas in the

curriculum, Nyagura (1991) sees the need to invest in In-Service Programmes so as to help improve the performance of experienced teachers.

The above observation seems to mean that some teachers may have taught for a number of years but still lacked certain qualities of effectiveness. However, it could also be true to say that a teacher with special ability would be effective even after a very few years of teaching.

Morris (1978:41) argues that “the new teacher feels relatively inexperienced in handling many situations in the classroom. He spends time learning to make adjustments in his behaviour to establish order, then cooperation”. He further states that at the beginning teachers often experience ‘culture shock’ of having to learn a number of procedures and routines which include taking attendance, writing lesson plans and other duties.

From the above observations it appears like the beginning of the teaching career is too difficult for one to show effectiveness. However, it could also seem as if when one is able to adjust to this new environment quickly, he or she could manage to teach effectively without having to teach for so many years.

2.2.5 Methods of Teaching

Research has been done in various countries on methods of teaching. Kellaghan and Greaney (2004:47) in the study that was done in Tanzania involving

classroom observation, described teachers as “simply standing in front of the class and teaching pupils with exposition”. The method observed here was teacher centered. This method belongs to reception model which is one of the three models of learning. Here the learner is a recipient and he or she is expected to sit and listen to the teacher as stated by Bude (1993) who indicated that teachers have been described as ‘talking non-stop’ through-out a lesson, leaving little room for pupils’ activities.

Another study was done in Kenya, where 102 lessons were observed. It was discovered that teachers adopted the ‘transmission’ approach in different subjects like Mathematics, English and Science, and in which there was little opportunity for pupils to become actively engaged in the lesson (Acker, Migoli and Nzomo, 2001). These findings were similar to those found in Tanzania discussed earlier. Pupils in both cases were seen to have been like passengers and therefore were dependent on the teacher for knowledge. This kind of teaching promotes sequential thinking and learning, where a pupil is expected to acquire a certain amount of knowledge and skills that have been tabulated by the teacher or which are in the curriculum as well as past examination papers. In agreement with this point, Kellaghan and Greaney (2004) reported that some teachers also used methods that were specifically for imparting the factual information and techniques that pupils needed in their examinations. Pupils were, for example, taught through drill, recitation and the fill-in-missing- word type of exercise.

The above kind of teaching methods limit the pupils' ability to use higher order skills mentioned on p 17, and are contrary to what Simpson (1966) suggests as the proper functions of the teacher. According to Simpson, a teacher must motivate pupils to learn by using imaginative and creative teaching and learning approaches, and further advises teachers to "avoid encouraging students to depend on the teacher to get all learning process underway" (Simpson 1966:50).

Other methods that teachers use include the question and answer one. Rollnick et al (1998) reported that in Swaziland, the lessons that were observed in science in upper secondary schools were teacher centered. The pupils did very little or nothing apart from answering the teacher's questions in chorus or individually. Some pupils in this kind of situation remained completely passive and did not care to participate in the lesson especially if the teacher did not pay attention to those sitting in corners and to those who seemed to have no interest in the lesson.

According to other researchers the question and answer method could still be effective in teaching. For instance, Mwamwenda (1996:502) quotes Eggen and Kauchak (1992) who said that "a teacher skilled in questioning can stimulate thought, help pupils form relationships, reinforce basic skills, promote success, involve shy students, recapture the attention of someone who has drifted off, and enhance self-esteem." Mwamwenda (1996:502) states that "one way teachers



find out how well pupils are following what is being taught is through asking questions” He further argues that the use of questions is a very important aspect of effective teaching and that all African teachers would do well to use that kind of method as frequently as possible.

From all the reviewed literature above, it could be concluded that most teachers find it rather difficult to vary their teaching methods. They seem to adopt the most common ones of lecture or explanation and question and answer, but these kinds of teaching methods are contrary to the learning which is found in the constructivist model which calls for construction of knowledge. Pupils need to generate knowledge through research also through dialogue as they analyze issues in groups where they are also required to learn to listen to each other and learn from each other. In this model, pupils learn to organize knowledge, reflect on the issues that they have learnt as well as interpret facts using the knowledge they have acquired. This approach is holistic and it is what effective teachers need to use, but it is not usually used especially by ineffective teachers who are teacher-centered.

2.2.6 School Climate

School climate could be associated with conditions that embrace factors such as goals, cohesiveness, caring, respect, creativity, academic and social growth (Kunkhuli, 1988). Anderson (1982:369) referred to it as “the general ‘we-feeling’, group sub-culture or interactive life of the school”. Kremer-Hayon (1987:27)

states that “organizational climate is a set of characteristics that describe an organization, distinguish it from other organizations and endure over time”, further Kremer-Hayon states that “organizational climate pertains to a multi-dimensional system of the properties of the internal environment of a given organisation as it is experienced by its members”.

From all the definitions above, school climate seems to have something to do with culture. Every organization has a culture of its own, that is to say, the way things are done there. Culture has been defined in several ways by different researchers. For example, Beare et al (1992:177) state that “culture is the distinct way of life which gives meaning and order to the particular group or community” and that this culture consists of belief, language and knowledge, within which and through which members establish and maintain their sense of community. Wagner and Hollenbeck (1992) defined culture as the shared attitudes and perceptions in an organization that are based on a set of fundamental norms and values that help members understand these organizations. School climate or school culture therefore, is simply a way of life and beliefs which are greatly valued to be a means through which a particular school achieves its educational goals.

Kunkhuli (1988) states that school climate is crucial because it embodies many other factors which are conducive to school learning. He further defines two types of climate as ‘open’ and ‘closed’. A closed climate is characterized by a

“confining, concealing, restraining atmosphere where staff is often apathetic and concern is that students complete tasks in an orderly and quiet manner” and an open climate according to him on the other hand consists of

an accepting, honest atmosphere where faculty shows a balance in concern for task achievement and social needs satisfaction...It is characterized by staff and student cohesiveness, high morale, and an environment where caring mutual respect and trust are evident. (Kunkhuli, 1988: 36)

He concluded that if schools were to function effectively and productively, they surely needed to strive to create and sustain an open climate. Teachers would teach effectively in an open climate as they could be motivated by cohesiveness that exists there. The ‘ethos’ creates a pleasant working environment not only for teachers but pupils too (O’Leorg, 1997). This would lead to teachers’ desire to accomplish tasks of the school as a team. Howarth and Fisher (2005) pointed out that when members of staff become loyal and supportive, the school becomes effective. The environment which is conducive helps to create morale among teachers which in turn brings about motivation. Motivation has to do with why certain teachers are able to offer more in terms of teaching while others do less. In a school where there is team work and appreciation by school authorities, teachers tend to work harder and have high morale compared to those who are less motivated.

2.3 Teacher’s Personality Traits

Teachers who are liked by pupils have the following characteristics; co-operative, a democratic attitude, kind, considerate, patient, fair, impartial, broad interest, a sense of humor, interest in pupils’ problems, flexible, pleasant

disposition and consistent behavior (Mwamwenda, 1996; Hamacheck, 1990). All these characteristics contribute to teacher effectiveness.

Matambo and Muriro (1998) view a good teacher as someone who arouses interest in learners, communicates ideas in an organized manner, motivates pupils towards achievement, and helps them to develop skills and the thinking process. They further hold the view that an effective teacher must provide students with tools for making emotional adjustments and he or she should act in a friendly manner, be enthusiastic, flexible and willing to help. Morris (1978) agrees with the need for a teacher to be flexible while teaching and further argues that the flexibility must be direct or indirect as the situation demands. This means that while the teacher needs to be flexible, he or she must look at what activities are taking place or how important and urgent the situation is.

Omari (1983) reporting on the research done by Russel (1975) in Botswana secondary schools, states that, when both good and bad teachers were rated, the personality categories scored the highest. Some of the characteristics mentioned about a good teacher included; one who is patient, explains things clearly, kind and loving, active, knows his or subject well, makes sure that the students understand, respect students keeps firm order, treats all equally and helps pupils with individual learning problems. He further observes that, factors which lead to teacher effectiveness are generally the personal and professional backgrounds that the teacher brings onto the teaching situation. Apart from

these, other factors that influence teaching include gender (sex), age, socio-economic status, and knowledge of the subject matter, language of instruction, attitudes, and experience.

From the literature above it appears that pupils like teachers who respect, help, and motivate them to learn well. Apart from that, they like teachers who have consistent behaviour. "It is well known that pupils value teachers who listen to and respect them, who have a sense of humor, and who can control the class" (Howarth and Fisher, 2005:13). So, while the pupils appreciate teachers who are nice and understanding, they at the same time like the teachers who are able to control the unwanted behaviour in the classroom. They would want them to demonstrate seriousness in their work, as role models.

The Ministry of Education (2001) talks about the hidden curriculum and highlights teachers' behaviour towards pupils and towards his or her colleagues as one of the most important elements, since pupils tend to observe everything about the teacher. Effective teachers must therefore portray good behaviour both in the classroom and outside.

The teacher needs to study the behaviour of the pupils before he or she decides *on how to interact with them so as to promote effective teaching. This is because* different pupils react differently to a teacher's personality, just as Morris (1978) reports on the Heil et al (1960) study, in which it was found out that certain kinds

of teachers' personalities tended to increase learning in certain students while having no effect on or even hindering learning in others. The above views seem to indicate that personality is very important in rating teachers' effectiveness.

2.4 Classroom Activities

The activities that happen in the classroom show how effective a teacher is. These activities include the way the teacher presents the teaching and learning materials, how one expresses himself or herself and how one is able to control classroom behavior, that is, classroom management. On class management for example, Howarth and Fisher (2005:60) state that "facial expression and reading of pupils' faces are crucial to sound management of the classroom". Facial expression according to the above scholars could be as effective as non-verbal warning to a pupil, but at the same time it could be a tool for encouraging good behaviour. Effective teachers know different tactics for maintaining discipline in their classrooms, as well as promoting effective learning.

Effective learning takes place when pupils follow what the teacher is presenting. Teachers who give clear presentations as well as good explanations tend to have students who learn more and who rate them more positively (Woolfolk, 1993). For one to have good lesson presentations he or she needs thorough preparation. Hamacheck (1990) concluded that good or effective teaching was as a result of hard work and thorough preparation on the part of the teacher. Mwamwenda (1996:505) also argues that "the better prepared they are, the

more confident they will be in presenting the lesson to the pupils which will inevitably promote effective learning” and this leads to good classroom management. This point is also found in the earlier writing of Davis (1983) who states that, when teachers are competent, organized and well prepared, they tend to have fewer management and discipline problems. Once they are able to minimize these management and discipline problems, their teaching becomes successful.

The literature reviewed above seems to suggest that effective teachers manage their classrooms adequately due to good presentations of well prepared lessons. They also explain things clearly since they are confident as they know their subject matter well. All these things make their lessons very interesting.

2.5 Summary of the Reviewed Literature

The researcher had an interest in this topic because of a similar one which was done by Kayungwa (2002) on the qualities of an effective teacher as perceived by grade 12 pupils and teachers in selected schools of Lusaka. His research was done on a much smaller scale as it only looked at two schools, and these schools were both single sex schools (Matero Boys and Girls). The questions that arose in the mind of the current researcher were; Could the result of this research be the same if the research was to be done in more than five schools? Would the qualities of an effective teacher be the same if he or she is teaching in a co-education school where the behaviour and response of pupils to teachers differ

from that of single sex schools? And would a teacher be more effective in a government, mission or private school where motivation and personal dedication of individual teachers seem to be different?

In addition, the current researcher wanted to know whether or not the school managers who make another very important group in the assessment of teachers were able to identify effective teachers among their staff and if at all teachers themselves could also choose effective teachers among their fellow members of staff. These responses then were to be compared to see whether or not they could match with those of the pupils who in the mind of the present researcher seemed to be the best judges since they were the every day beneficiaries of the teachers' services in schools.

This information was what the present researcher hoped to add on to the previous research. However, before doing that, the researcher tried to bring out some of the gaps and deficiencies in the previous research. The things that were looked at included the questionnaire, Findings and the conclusions as will be seen under respective areas.

There was scanty literature on the studies conducted in Zambia and the rest of Africa on many aspects of the study. The studies that have been reviewed were conducted in the West, with an exception of the methods of teaching which were reviewed in the section under factors that influence teaching. Here some research was done in some African countries such as Kenya, Swaziland and

Tanzania. The scarcity of the local research literature on the subject, does not however, indicate that teacher effectiveness is not an important element in the *Zambian education system*. Many nations including Zambia have come to believe that the key to educational improvement lies in upgrading the quality of teachers and not so much in making changes in the school structure or the curriculum. (Darling-Hammond **et al**, 1983)

Although the literature reviewed came from a cultural setting different from that of Zambia, it was still of great help and enlightenment on the subject under study. This is because quality education is being talked about both locally and internationally, and teachers in that case are at the centre of the subject. So what has been reviewed in the west as factors that promote effective teaching applies to the *Zambian situation* too.

On the factors that influence teaching, some literature reviewed suggests that, gender (sex) of the teacher does not matter as long as one has the ability to teach successfully. That is, apart from the studies by Chivore (1990; 1994) and Nyagura (1990) who concluded that female teachers were more effective at primary school level. However this conclusion did not show whether or not those female teachers were also effective at high school level. This concern is similar to Morris (1978:63) who asks “are the qualities of a good elementary teacher the same as those of a good high school teacher?” According to him, this is not likely since the needs of these age groups differ greatly.

The qualifications of the teacher according to the literature reviewed are very important because they give one confidence in the classroom situation since one has mastery of the subject he or she is handling. On the question of age and teacher effectiveness, the literature reviewed indicated that the age of the teacher had some influence on teaching especially when one was young as one could easily capture the attention of the learners. However, there is no indication that older teachers would not be as effective as the young ones.

The literature reviewed on experience suggests that teachers with experience were more effective because they had in-depth knowledge which helped pupils to learn better. The study done by Nyagura (1991) and the writings of Simpson (1966) indicated a different observation concerning experience and teacher effectiveness. They noted that experience alone did not make a teacher effective. This is because new things kept coming up in the curriculum as well as the changes in the methodology.

Studies done in a number of African countries on the methods of teaching revealed that many teachers were using teacher centered and question and answer methods. These methods limited the learners in their acquisition of knowledge and skills because learners simply depended on their teachers to give them all the information that they needed in their respective subjects. According to the literature, school climate is cardinal to teacher effectiveness. It has to do

with school culture, which promotes morale among the teachers and this morale is what makes them teach effectively. However, in some cases you may still find ineffective teachers despite the school culture.

In the section under teacher's personality, it has been indicated that teachers who respect their pupils, help them with individual problems, are kind and patient, flexible, and have a sense of humour and are rated as effective teachers by their pupils. On the classroom activities, the literature reviewed suggests that the things that make teachers effective include thorough preparation of the lessons, good presentation and explanation of the points, competence in one's subject and good class management.

From the literature, it could be concluded that teacher's effectiveness may depend on all the conditions that influence teaching as mentioned above, also on one's personality and on what one is able to do in the classroom. "The teaching style is a product of the teacher's own experience, training and personal qualities" (Beighton 1971:66).

The next chapter looks at the methodology used in investigating school managers, teachers and pupils' opinions of effective teachers in selected schools of Lusaka urban district.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter covers the methods used in the study. It includes research design, population, sample population, research instruments, data collection and data analysis techniques.

3.1 Study Design

The study design involved both quantitative and qualitative methods. Quantitative methodology relied mainly on the questionnaire. Qualitative methodology employed semi-structured interview schedules, Focus Group Discussions and Observations. The semi-structured questionnaire for the school managers was meant to collect information on the background of the school managers (head teachers) themselves. It also included soliciting information on the general performance of their teachers as well as classroom management of effective teachers. The other questionnaires for teachers and pupils sought information on the background of the teachers, such as gender, qualifications,

age, experience, supervision by the school authorities and other variables that focused on teacher's personality traits and classroom activities.

3.2 Population

The study population comprised all the private and mission schools, and the government high schools in Lusaka urban district.

According to the Ministry of Education list of full secondary or high schools, at the time of research, there were eight (8) government run schools and eight (8) private and church run secondary/high schools in Lusaka urban district.

3.3 Sample Population

The study sampled both government and private/church run schools so as to come up with a relatively complete picture of effective teachers in Lusaka urban district.

Five (5) High Schools out of eight (8) government run schools participated in the study plus two high schools from private and mission/church run schools. This brought the number of sample population to seven (7). From the seven high schools, all the head teachers took part in the study, while ten (10) teachers and twenty (20) Grade twelve (12) pupils from each of the seven high schools were selected, bringing the number of teachers and pupils to 70 and 140 respectively.

The rationale behind confining the study to grade twelve pupils was that, these were the senior most pupils in the schools who would have observed the teachers' styles of teaching and personalities for more years than the other grades. In addition these pupils would express themselves better during the Focus Group Discussions.

Both the teachers and pupils were randomly selected. Pupils were made to count until the twentieth person was reached. Where the researcher had to leave the questionnaires, the School Administration was still asked to select the pupils randomly.

3.4 Instruments

The data collection instruments used in the study included questionnaires, semi-structured interviews, Focus Group Discussions and observations. There were three sets of questionnaires. The semi-structured questionnaire for the school managers was developed by the researcher and it comprised 15 questions. The other questionnaires for teachers and pupils were modified versions of the ones developed by Kayungwa (2002). The researcher found out that the respondents would have great difficulty in understanding some of the items if no relevant modification was done.

QUESTIONNAIRE

To start with, kayungwa’s questionnaire was too long especially for pupils who were given the same items to answer as teachers with an exception of only one or two items. Question1, for instance, said; is your favourite teacher male () or female ()? What does he or she do differently from others? Does the sex affect his/her effectiveness? Yes () or No (). Why? So this particular item had four questions in one.

Item 2 asked the pupils to indicate the qualifications of their favourite teachers, and the same applied to question 4 which required pupils to give the number of years that their favourite teachers had been teaching. These questions were tricky, it was wondered whether or not the pupils were expected to know all that. Question 7 was a table containing traits which the pupils were to use to rate their favourite teachers. Item 9 in the table was harshness while no 12 was temper. How were pupils supposed to rate their chosen teachers on the negative traits especially that they were required to use the following scale 4=excellent; 3=good; 2=fair; 1=poor. (See Kayungwa’s dissertation pp 61 & 63).

The same was the case with classroom activities in which "administering harsh punishment” appeared as one of the choices to be ranked in order of importance. On the same classroom activities, it was felt that the items were too many (26) for pupils to think about them and come up with the best. It was not known how



much time the pupils were given to answer. Apart from that, item no 9 in the questionnaire was like an exam question. Pupils were asked to give infinite answers (no limit) on the characteristics of a bad teacher. The follow up questions were to write the activities of a bad teacher in class and why these activities constituted bad teaching. This question was fit for college students training to be teachers for the question involved critical analysis of classroom activities. So the current researcher shortened and simplified the questionnaires for both pupils and teachers.

Although the questionnaire was used in the present study as the main source of data, more data was obtained through semi-structured interviews, Focus Group Discussions and observations.

3.5 Data Collection Technique

The researcher administered the questionnaires in person. In a few schools, the school administration asked the researcher to leave the questionnaires for both teachers and pupils and collect them after a few days. The researcher also conducted interviews with the school managers to consolidate what was obtained in the questionnaire. The technique used here was face to face interview, and the researcher used the interview guide to obtain information directly from the interviewees. Three (3) schools allowed the researcher in addition to the questionnaire to conduct the Focus Group Discussions with the pupils. In some other schools, time could not allow both the filling in of the questionnaires as well

as the Focus Group Discussions to take place on the same day. So the researcher had to make another appointment to meet with grade twelve (12) pupils.

3.6 Data Analysis Technique

Data was analyzed both quantitatively and qualitatively. The quantitative data which had been collected through questionnaires was analyzed using the computer programme called Excel to generate charts and illustrations in percentages. Data through interviews and Focus Group Discussions was analyzed by coding and merging themes in order to generate the most significant categories and themes. Data from observations was also organized and coded into common theme.

The next chapter presents the research findings.

CHAPTER FOUR

FINDINGS

4.0 Overview

This chapter presents findings of the study. The results obtained for each of the factors that were investigated are presented separately and in some cases according to categories. These results were arrived at by using the data analysis discussed in the previous chapter.

Background of School Managers

The researcher, first of all, wanted to find out whether or not there was gender balance in the appointment of school managers, (which could have been interpreted as considering one sex as being more effective than the other thus appointment to such positions). It was discovered that out of seven school managers (head teachers) five of them were male while two were female. This shows that the majority of the participants were male. However, the study did not establish whether the said majority were appointed to those positions because they were effective teachers or not. This was because the study concentrated on the ordinary teachers who were doing the actual teaching in class during the time of research.

In terms of age, four of these respondents were aged between 50 and above. Three were aged between 40-49 years. This shows that the respondents had served long enough in the teaching profession to be able to identify an effective

teacher among their staff although all of them had only served in their positions as school managers (head teachers) for the period of between 0 and 4 years.

Information about Teachers

The researcher wanted to find out if the school managers (head teachers) were able to tell whether or not their teachers had enough time to prepare their lessons. Six (6) out of seven (7) said “Yes” and only one indicated “hopefully”.

Rating of Teachers by their School Managers (Head teachers)

On the performance of their teachers, the head teachers had different views, for example, three school head teachers rated the teachers as very good, three other school head teachers rated them fair and only 1 head teacher rated them good.

On the observation of teachers in the classroom situation, the following were the findings shown in the table below.

Table 1: Observation of teachers by school authorities in classroom situation

School	Teachers observed Fortnightly	Teachers observed once per month	Teachers observed once per term	Teachers observed twice per term
School A	1	x	x	x
School B	x	x	x	1
School C	x	x	1	x
School D	x	x	1	X
School E	x	x	x	1
School F	x	x	1	X
School G	x	1	x	X
Total	1	1	3	2

From this table it can be noted that in three schools, teachers were observed once per term. In two schools they were observed twice per term, while in one school they were observed once per month and in another school the teachers were observed fortnightly. This shows that the majority of the head teachers had their teachers observed once per term.

On the question dealing with which group of teachers needed more encouragement than others, four (4) out of seven (7) school managers (head teachers) indicated the newly qualified teachers. Two said both new and old

teachers and only one respondent felt that female teachers needed more encouragement.

The follow up question asked the respondents to give reasons for their choice of the group that needed more encouragement. From the data it was discovered that almost all the respondents mentioned the newly qualified teachers, since these were just beginning their teaching career. Only one respondent said that female teachers were the ones that needed more encouragement since they liked reporting late to school.

The next question required respondents to indicate how they identified an effective teacher. Qualitative data revealed the following: through the performance of pupils in the examinations, through preparation of lessons and attending to classes. The other responses were, through punctuality and meeting deadlines and by following regulations.

Data from interviews with school managers (head teachers) revealed the following ways of identifying an effective teacher: one respondent for instance said that “an effective teacher is one who actually teaches, not just going into the classroom”. Other responses included one who was clean, sharp (intelligent), knew the subject content, and was alert and well qualified.

On qualifications, the majority of the respondents pointed out that qualifications played a role in teacher effectiveness. Two of the respondents felt that qualifications were not necessary for one to be effective.

The respondents were asked to mention what made classroom management of an effective teacher different from others, 5 out of 7 respondents combined two or all the activities in the questionnaire which included adequate class control, interesting presentation of lessons, preparation of lessons and all time spent on class work. One respondent picked only one item which was adequate class control and another respondent also chose one activity which was preparation of lessons.

On dressing and teacher effectiveness, five respondents indicated that dressing portrayed teacher's effectiveness while two of them said that dressing had nothing to do with one's effectiveness in class.

On the activities and methods that would make teaching effective, qualitative data from semi-structured questionnaire showed that the majority of the respondents indicated child-centred methods which included group discussions, followed by educational or field trips. Other activities mentioned included preparation of lessons and constant research in teaching methods and subject matter.

Responses from Teachers

Seventy (70) questionnaires were distributed among teachers, 62 were returned the rest were either not answered or were lost.

The first item in the questionnaire asked respondents to pick the sex which was more effective in teaching than the other. 35 out of 62 (56 %) respondents chose female teachers, while 27 out of 62 (44 %) chose male teachers. Most of the respondents felt that female teachers were more effective than male teachers.

On whether or not gender affected teacher effectiveness, it was found that 52 (84%) of the respondents said “No”. 7 (11%) agreed that gender actually affected one’s effectiveness and 3 (5%) did not answer the question as shown in the chart below.

FIGURE 1: GENDER AND TEACHER EFFECTIVENESS

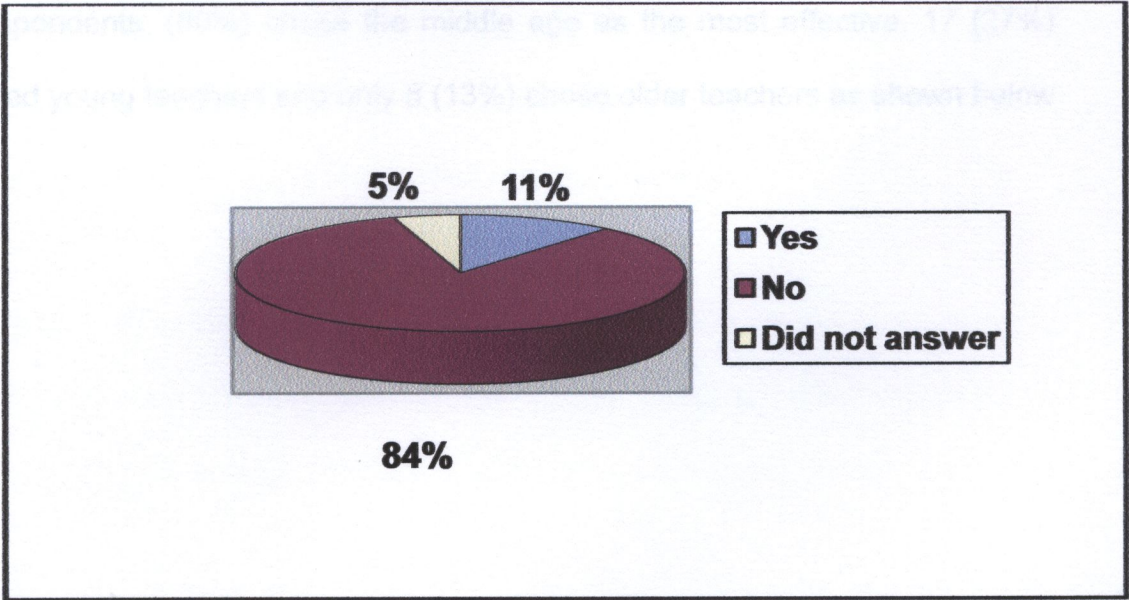


Figure 1 indicates that the biggest number of the respondents (84%) did not agree that gender (sex) affected the teacher's effectiveness.

Concerning qualifications, the majority of the respondents 41 (66%) said that qualifications did not play a role in one's effectiveness. 21 (34%) felt that qualifications played a role in teacher's effectiveness.

On the question dealing with whether age played a role in teacher effectiveness or not, the results were that 31 (50%) said "yes" to the question. The other 31 (50%) indicated "No" This shows that half of the respondents agreed with the view that age indeed played a role in teacher effectiveness while the other half did not feel so.

On the age group and effectiveness, the findings were as follows; 37 out of 62 of the respondents, (60%) chose the middle age as the most effective. 17 (27%) indicated young teachers and only 8 (13%) chose older teachers as shown below

FIGURE 2: AGE AND TEACHER EFFECTIVENESS

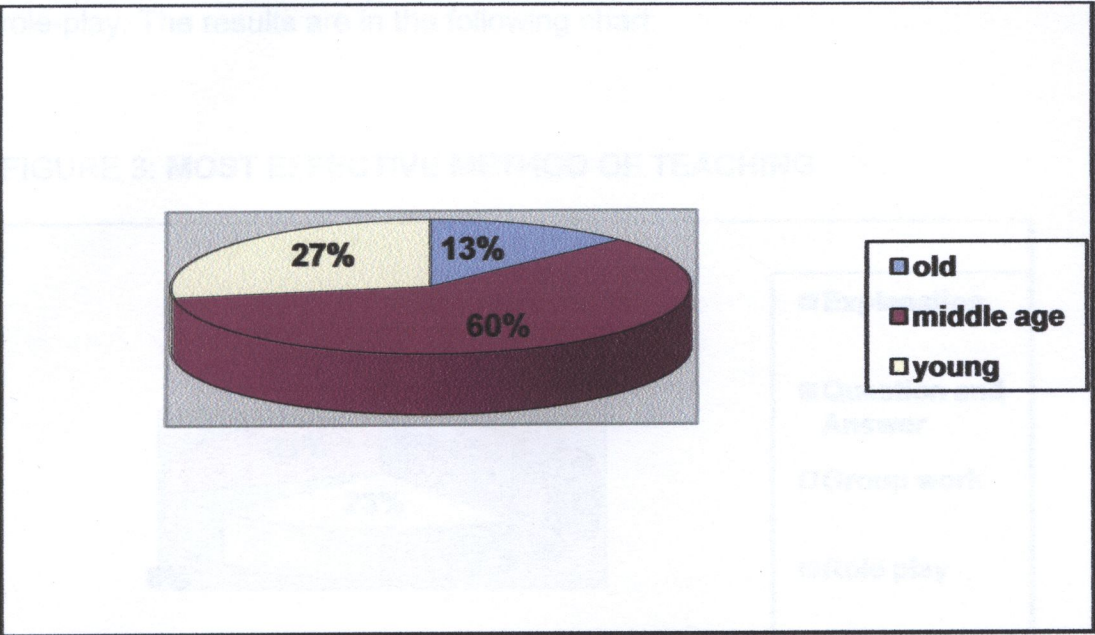


Figure 2 shows that the majority of the respondents felt that the middle aged teachers were the most effective compared to the young and older teachers.

Figure 3 shows that the majority of the respondents chose question and answer

The results on the question dealing with experience indicated that the biggest number 47 (75%) of the respondents agreed that experience played a role in teacher effectiveness. 14 (23 %) did not agree with this point while 1 (2%) was not sure whether or not experience made a teacher effective.

On the other hand 22 (35%) felt that the school climate did not contribute to teacher's

On methods of teaching 20 (32%) of the respondents said the most effective method was question and answer. 19 (31%) indicated other methods or combined all the tabulated methods which were in the questionnaire. 14 (23%)

chose group work, 5 (8%) picked the explanation method, and 4 (6%) indicated role-play. The results are in the following chart.

FIGURE 3: MOST EFFECTIVE METHOD OF TEACHING

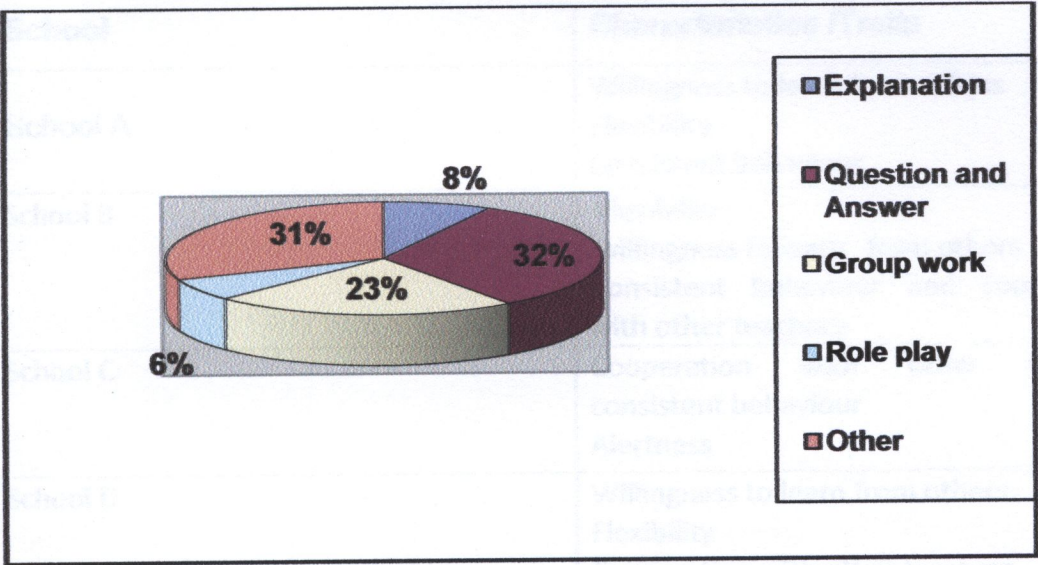


Figure 3 shows that the majority of the respondents chose question and answer as the most effective method of teaching.

To answer the last question in this category, the majority of the respondents, 40 (65%) said that the school climate contributed to teacher effectiveness. On the other hand 22 (35%) felt that the school climate did not contribute to teacher's effectiveness

Teacher's Personality

The respondents were asked to pick the best three characteristics (traits) of an effective teacher. The results were as follows;

Table 2: TRAITS ASSOCIATED WITH TEACHER EFFECTIVENESS

School	Characteristics /Traits
School A	Willingness to learn from others Flexibility Consistent behaviour
School B	Flexibility willingness to learn from others Consistent behaviour and cooperation with other teachers
School C	Cooperation with other teachers consistent behaviour Alertness
School D	Willingness to learn from others Flexibility Cooperation with other teachers
School E	Cooperation with other teachers Friendly Willingness to learn from others
School F	Alertness Cooperation with other teachers Encouraging
School G	Alertness Cooperation with other teachers Consistent behaviour

From this table, data shows that all schools, except one, mentioned cooperation with other teachers as one of the best characteristics of an effective teacher. This was followed by willingness to learn from others and then consistent behaviour.

Classroom Activities

The respondents were also asked to choose the three most important classroom activities that showed teacher effectiveness. The item that was picked by all the seven schools was showing knowledge of material while teaching followed by preparation of lessons. The third most important activity was organization of lessons.

RESPONSES FROM PUPILS

Item one in the questionnaire required respondents to indicate the sex of their favourite teacher, the following were the results; 111 out of 132 (84%) of the respondents said that their favourite teachers were male and only 21 (16%) of them indicated female teachers as shown in the chart below.

FIGURE 4: PREFERRED GENDER (SEX) IN TEACHING

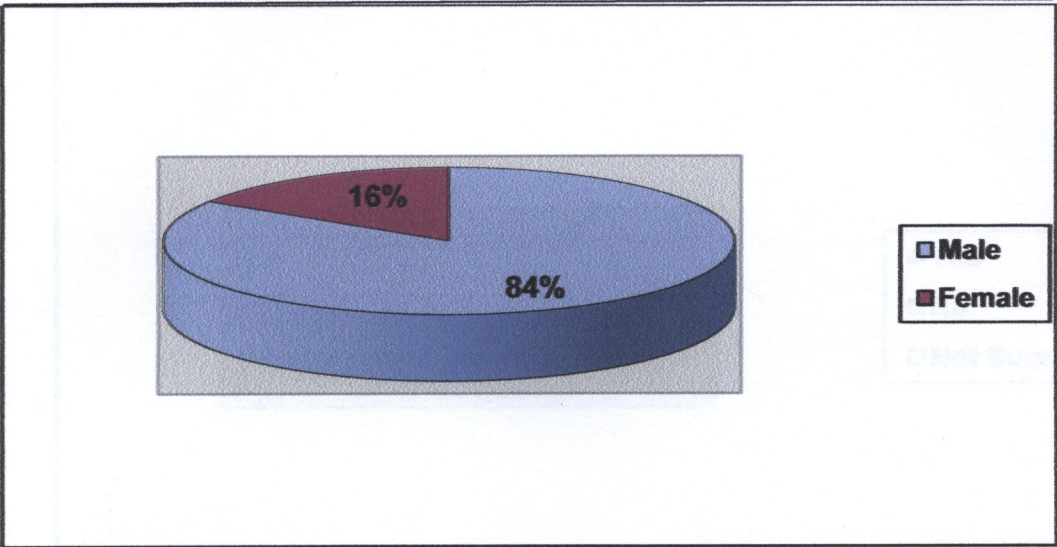


Figure 4 reveals that the majority of the pupils preferred male teachers to female teachers.

Figure 5 shows that the majority of the respondents did not feel that gender was

In the next question on gender (sex) and teacher effectiveness, the results were that, 96 (73%) said that gender did not affect teacher's effectiveness, 33 (25%) said it did and 3 (2%) respondents were not sure of the answer as shown in the figure below.

34 (26%) disagreed while 17 (13 %) did not answer the question.

The findings on age and teacher effectiveness were as follows: 87 (61%) of the respondents said that age affected the teacher's effectiveness. 47 (36%) said "No" to the question and 4 (3%) respondents did not respond to this question.

This reveals that the biggest number of the respondents felt that age indeed had something to do with teacher effectiveness.

FIGURE 5: GENDER AND TEACHER EFFECTIVENESS

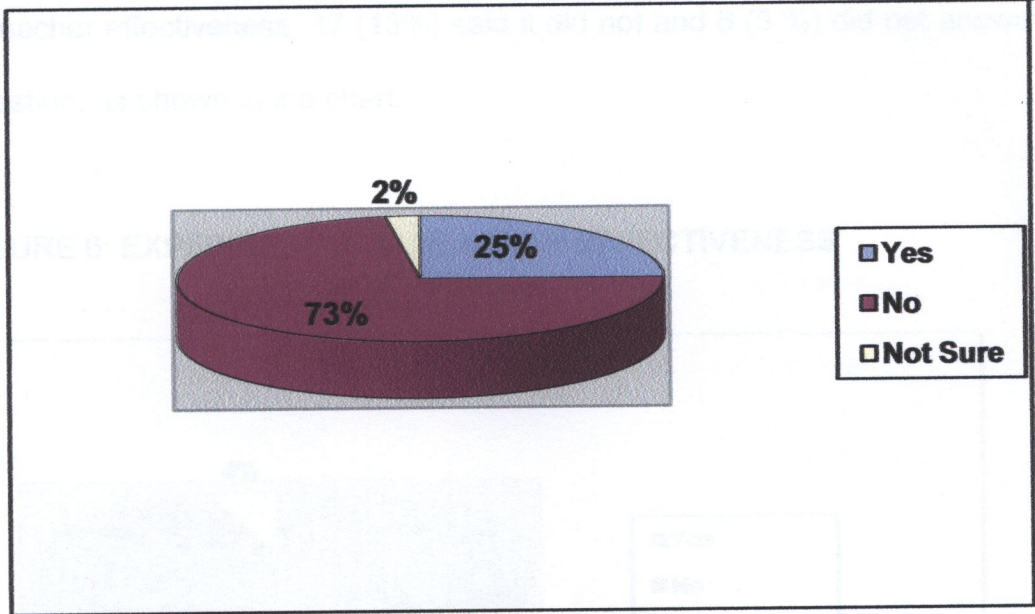


Figure 5 shows that the majority of the respondents did not feel that gender (sex) affected the teacher’s effectiveness.

Data collected on qualifications and teacher effectiveness revealed that 81 (61%) of the respondents agreed that qualifications helped the teacher to be effective. 34 (26%) disagreed while 17 (13 %) did not answer the question.

The findings on age and teacher effectiveness were as follows; 81 (61%) of the respondents said that age affected the teacher’s effectiveness. 47 (36%) said “No” to the question and 4 (3%) respondents did not respond to this question. This reveals that the biggest number of the respondents felt that age indeed had something to do with teacher effectiveness.

Data on experience showed that; 109 (82%) said that experience played a role in teacher effectiveness, 17 (13%) said it did not and 6 (5 %) did not answer this question, as shown in the chart.

FIGURE 6: EXPERIENCE AND TEACHER EFFECTIVENESS

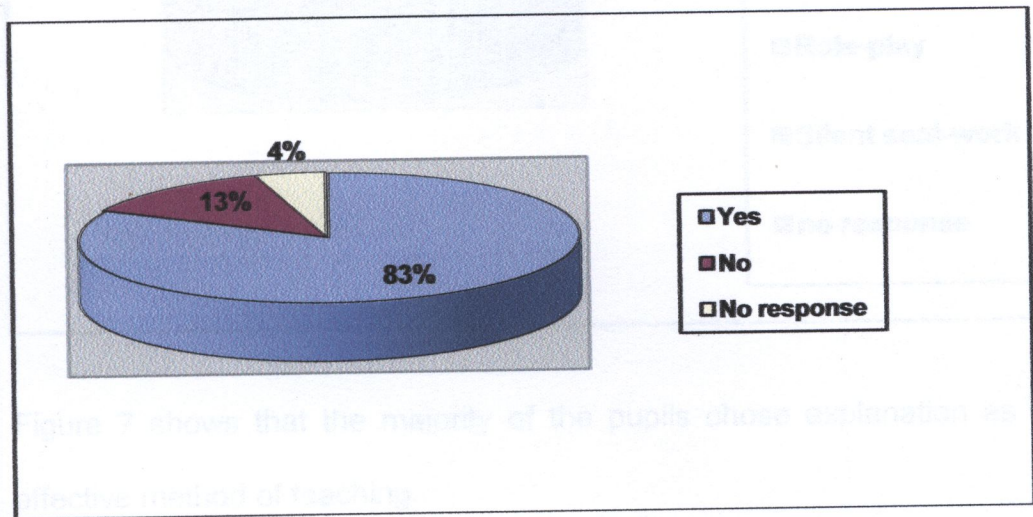


Figure 6 reveals that the majority of the respondents said that experience played a role in teacher effectiveness

The next question required the respondents to pick the method that made teaching effective. The results showed that 81 (61%) of them chose the explanation by the teacher as an effective method of teaching. 37 (28%) indicated the question and answer, 12 (9%) said group work, 1 respondent (1%) picked silent-seat –work and another 1 respondent (1%) failed to answer the question.

FIGURE 7: MOST EFFECTIVE METHOD OF TEACHING

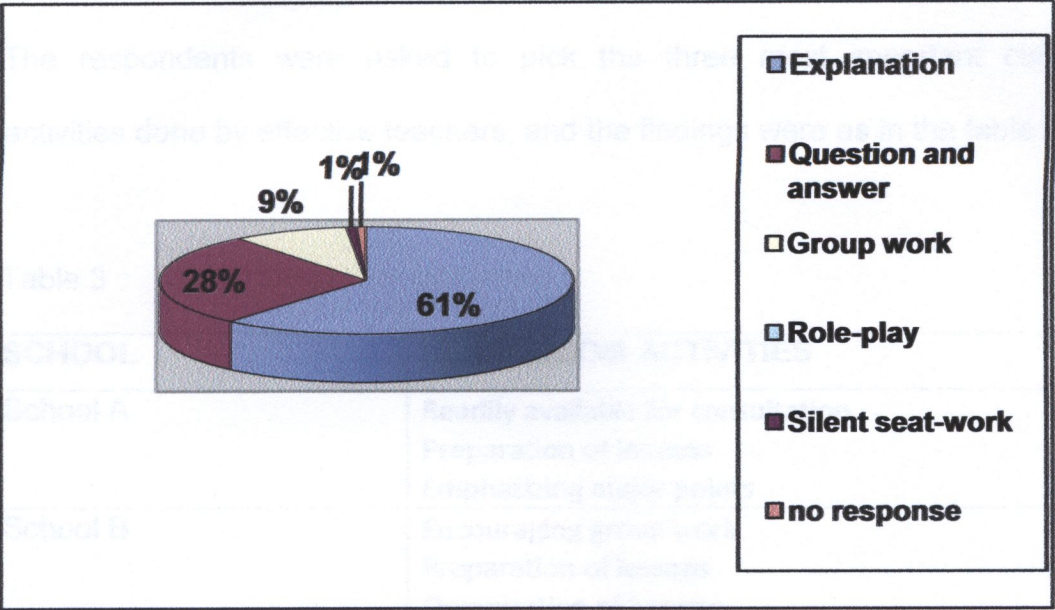


Figure 7 shows that the majority of the pupils chose explanation as the most effective method of teaching.

On school climate, 61 (47%) of the respondents said “No” to the question on whether or not school climate contributed to teacher effectiveness. 60 (45%) answered “Yes”, while 11 (8%) could not answer the question.

Teacher’s Personality Traits

On the traits that were associated with teacher effectiveness, the results from the questionnaire showed that encouraging, being cooperative and helpful were listed more times than others by many schools.

Classroom Activities

The respondents were asked to pick the three most important classroom activities done by effective teachers, and the findings were as in the table below.

Table 3

SCHOOL	CLASSROOM ACTIVITIES
School A	Readily available for consultation Preparation of lessons Emphasizing major points
School B	Encouraging group work Preparation of lessons Organization of lessons
School C	Preparation of lessons Organization of lessons Willingness to help
School D	Willingness to help Preparation of lessons Emphasizing major points, readily available for consultation
School E	Preparation of lessons Willingness to help Attention to pupils feedback
School F	Organization of lessons Attention to pupils feedback Willingness to help
School G	Preparation of lessons Readily available for consultation Willingness to help

The data from table 3 shows that the most important classroom activity that respondents from different schools picked was preparation of lessons (chosen by 6 out of 7 schools). This was followed by willingness to help in class by the

teacher (5 out of 7 schools) while the next was readily available for consultation which was picked by 3 schools only.

This chapter presented findings from the school managers, teachers and pupils on the effective teachers by looking at conditions that influence teaching, teacher's personality as well as classroom activities.

The next chapter discusses these findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter discusses the findings of the study on school managers, teachers and pupils' opinions of effective teachers.

This study revealed that an effective teacher was one who taught well and produced the best results in school. This evidence came from the qualitative data gathered through the interviews with the school managers who said that an effective teacher was one who knew the subject content and who actually taught when he or she went to class. Other responses included one who was sharp (intelligent) and well qualified. From the quantitative data, 5 out of 7 school managers also associated good dressing by the teacher to effectiveness as teachers were role models. Only 2 out of 7 respondents felt that dressing had nothing to do with teacher effectiveness. Qualitative data from Focus Group Discussions with the pupils brought out the following common answers; an effective teacher was one who explained things clearly, one who had no favourites, one who was committed to his or her work and one who did not use abusive language. Data collected through observations using an observation check list (see appendix F) revealed that effective teachers were punctual; they attended to their classes and did not spend most of their time in the staff rooms chatting. These teachers also were seen to have been giving tests as well as

homework, and some of their pupils' books that the researcher checked showed that they were marked each time an exercise was given.

From this study, it was discovered that both male and female teachers were effective. This was evident when the majority of the respondents (teachers) chose females as effective while the other respondents (pupils) picked male teachers. Since different groups of respondents chose a different sex of who they thought was effective, it indicated that not only one sex was preferred to the other in terms of effectiveness in the classroom situation.

In addition, the study revealed that gender (sex) did not affect a teacher's effectiveness. This is evident from the 52 (84%) of the teachers and 96 (73%) of the pupils who indicated "No" to this item in the questionnaire (figure 1 and figure 5). Very few respondents from both groups said that it did. This is in line with Kayungwa (2002) who found that most pupils in his study did not think that sex affected the teacher's effectiveness. Although the findings of this particular research matched with Kayungwa's, the report on page 92 of his dissertation was rather confusing where he noted that male teachers were perceived to be more effective than females, and according to him, his qualitative data also showed that females were not preferred in some subjects like Biology but English and History. Then he went on to say that his findings were contrary to the findings of Gagne (1993) who concluded that male teachers were more able in some areas such as those requiring technical and physical skills while females were also

effective in areas of artistic talent and socio-affective domains. So, if his respondents felt that female teachers were good at English and literature, where was the contradiction? Whatever the case might have been, what was interesting was that his results and those of the current study matched because he in fact concluded that neither male nor female were effective in all areas (subjects), but each, in a particular one.

In this study qualitative data from the school managers too, showed that the majority of them did not feel that gender affected teacher's effectiveness. However, one respondent had this to say; "Sometimes it appears that female teachers have problems which affect their effectiveness." This was also the feeling of a few pupils during the Focus Group Discussions. They pointed out that female teachers were not effective because of their roles as mothers and wives which made them lack concentration on school work. However, data collected through observations for instance, showed that some female teachers worked harder than male teachers in the Natural sciences department of one school. This discovery seemed to suggest that effectiveness in teaching may be as a result of one's interest in the subject as well as the age group of the pupils that the teacher handled and not necessarily the gender of the teacher. Both sexes in general performed well in classes in different subjects indicating that female teachers were as effective as male teachers.

The findings on qualifications and teacher effectiveness revealed interesting differences in the opinions of the three groups of respondents. On one hand the majority of the school managers said "Yes" to the question on whether or not qualifications played a role in teacher effectiveness. On the other hand, the majority of the teachers indicated "No" to the question. The pupils on their part also agreed, that qualifications were very important in showing one's effectiveness. However, when it came to Focus Group Discussions, a good number of pupils said that qualifications were not very important as long as one was familiar and committed to his or her work. One pupil even said; "qualifications are not important, teaching is like nursing it requires one with a heart". The difference in quantitative and qualitative data gathered from the pupils could have been due to the fact that not all grade 12 pupils who answered the questionnaire took part in the Focus Group Discussions. The results may have matched had all pupils from all the seven high schools participated in the discussions. Only three (3) out of seven (7) schools took part in Focus Group Discussions in addition to the questionnaire that they had filled in.

As for the teachers the reason could have been that, most of those who took part in the study were diploma holders since many high schools at the time of the research had not yet implemented the recommendation that they recruit degree holders. The researcher assumed that since those diploma holders had managed teaching and preparing pupils for examinations in high schools for a number of years so, to them, qualifications did not matter at all.

The results which were based on two groups of respondents (school managers and pupils) matched with Kayungwa's who concluded that teachers with higher qualifications were likely to teach more effectively than those with lower qualifications. However, it was not clear how his conclusion matched with his findings that the majority of teachers in his study were diploma holders but still indicated pupils' preference for degree holders, the diploma holders may have been the same teachers who handled most of the pupils that he interviewed and therefore chosen as effective by the pupils since (according to his research) these pupils did not know what qualifications their teachers held.

The research on age and teacher effectiveness revealed that age played a role in teacher's effectiveness. The respondents indicated different age groups and gave different reasons on how the age affected that age group. For instance the majority of the school managers said that young teachers were more effective than older ones because they were energetic. Most teachers on the contrary preferred middle aged teachers to the younger and older ones who according to them had less experience and relaxed respectively. On the part of pupils, data collected from Focus Group Discussions for instance, revealed that young teachers had difficulties in handling pupils. In one school, a pupil said this: "young teachers do not care whether or not you have understood in class, but older teachers want pupils to understand." Another pupil said: "young teachers have no experience." These findings were consistent with Morris (1978) who

argues that at the beginning teachers feel inexperienced. From a different school, a pupil commented: "young teachers only make funnies" while another pupil from the same school added: "young teachers find that they are teaching age-mates, so they have problems." The findings suggested preference for older teachers by the pupils.

The study also investigated whether or not experience helped a teacher to teach effectively. It was discovered that all the school managers felt that experience did not assist one to be effective while the majority 47 (75%) of the teachers and 109 (82%) of the pupils said it did. The responses from the school managers were therefore, consistent with Simpson (1966) and Nyagura (1991) who argued that experience did not have anything to do with effectiveness in teaching. The responses of both the teachers and pupils contradicted the above scholars while they matched with the findings of Kayungwa (2002:54) who quoted a respondent saying "with experience, teachers tend to know topics which might be hard or easy for pupils. They also tend to know the syllabus well and the topics therein". Knowledge of topics however, would not guarantee effectiveness; knowledge of the content is one thing while delivery of the material is yet another. It means that some people would have all the subject matter but still fail to put across the material needed to be learnt by their pupils. This happens mostly when some teachers feel that the material has become too familiar since they teach the same stuff over and over again so you may find that they are going to class just because they have to, and what happens there is that they either sit while

teaching or simply leave work on the chalk board for the pupils to copy into their exercise books.

The findings of this study on methods of teaching which promoted effective teaching showed that, school managers chose a combination of child-centred methods which included group discussions and field trips in which the pupils participated fully. Teachers chose the question and answer methodology mainly, while a combination of other methods too was mentioned and matched with what the school managers said. The teacher's first choice of question and answer method has been discussed by Mwamwenda (1996) who encouraged the use of this method as a way of assessing what the pupils had learnt in class. On the same factor, pupils picked the explanation method. A number of them said during the Focus Group Discussions that this method helped them to understand the notes when they read on their own. The pupils' responses corresponded with Kayungwa (2002) on the effective method of teaching in which pupils felt that the explanation method was the most effective method of teaching. For the pupils when a teacher explained the points which they were able to follow, he or she taught effectively.

The study also revealed that school climate contributed to teacher effectiveness. This was seen from the quantitative data which indicated that 40 (65%) of the teachers said "Yes" to the question while only 22 (35%) answered "No". Qualitative data from the interviews with school managers also showed that

school climate had a lot to do with teacher effectiveness. One head teacher said: "Teachers need support from their supervisors for them to work better". The results on this factor therefore were in line with Mwanza (2005:60) who stated that "motivation can do miracles as a motivated worker can achieve more than an expert with no motivation". Teachers believed that encouragement and recognition from supervisors could make the teacher effective. This point came out very strongly especially when teachers were asked to suggest things which could make them effective. They felt that, apart from the support of the school managers (head teachers), there was need for the Ministry of Education to motivate them too. This motivation could take the form of incentives as well as other awards on special occasions such as Teachers' Days. Other than that, their morale could be raised by granting them paid leave, loans, and consistent housing and health allowances. At school level, those who produced excellent results could be acknowledged.

On the contrary, the biggest number of pupils felt that the school climate had nothing to do with teacher effectiveness. The pupils perhaps misunderstood the question or it was not clear so they took it to mean that school regulations and work culture which took the form of supervision were meant to control the teachers, but according to them, this did not actually help the situation. The researcher thought so because of the responses that most pupils gave during the Focus Group Discussions. For instance, one pupil said "even with rules and time table in place some teachers still come late to school and do not teach properly".

Another pupil said; “some teachers do not know what they are supposed to do even when they are reminded by the head teacher”. The pupils clearly did not see the need for the teachers to work as a team or being supported by the people in-charge. The pupils seemed to be more interested in the teachers doing their work and not in what they felt as members of a given school.

The study also attempted to bring out the personality traits of an effective teacher. From the responses, it was discovered that all the three groups of respondents agreed on a number of them. The school managers for instance, talked about things like hardworking, interest in the profession as well as self-discipline. The teachers also mentioned items such as co-operation with fellow teachers, willingness to learn from others and consistent behaviour. Both the School managers and the teachers seemed to have been pointing out that an effective teacher was one who knew why he or she had joined the teaching profession and that he or she, therefore, needed to do what was expected of him or her.

Pupils' responses included the following; encouraging, being co-operative as well as helpful. A strong relationship was therefore, found between what the first two groups of respondents felt and what the pupils said. This could mean that a teacher who was interested in his or her work and was willing to learn from others would encourage his or her pupils and help them in their work so that together they could achieve their goal as a school. These findings correspond

with Hamacheck (1990) who discussed among other characteristics of a good teacher, consistent behaviour, co-operation and interest in pupils' problems. All these characteristics were what most pupils looked for, especially being helped by their teacher. They mentioned in the Focus Group Discussions that they liked the teacher who listened to them and directed them in their work. This interaction with such teachers helped them to do well in academic work. In other words, the pupils were affected positively. In support of this point are Kagan and Grandgenett (1987:13) who stated that "teachers' personality influenced the way their students responded to them in class".

On the classroom activities, the study revealed that School managers thought that the organization of the lesson which led to achievement of objectives of the lesson, showed one's effectiveness. Apart from that, time management and adequate class control were also very important. From the interviews, one head teacher said; "patience, when pupils are asking questions, makes one effective in class, because pupils will gain more as the teacher explains further". Teachers too, indicated the organization of the lesson in addition to the demonstration of knowledge of material while teaching, and preparation of lessons. The third group of respondents (pupils) also picked the preparation of lessons. This to them was in fact the first most important classroom activity followed by willingness of the teacher to guide them in class so that they could do better in their work. These results were in line with some of the factors which helped the teacher to achieve discipline in class such as being well organized and prepared

(Davis 1983). All these therefore, made the effective teachers to manage their classrooms better than the non-effective ones. Kayungwa's results on classroom activities were in line with the present ones in as much as preparation of lessons and good presentations were concerned.

In this study, data collected on the characteristics of a bad teacher were similar in all the three groups of respondents. The most common answers were that the bad teacher was one who failed to communicate, meaning the teacher whose pupils did not learn all they needed to know. He or she reported late to school. The bad teacher also was one who only told stories and kept revising the work which was done many weeks earlier, one who did not prepare for lessons and one who was generally lazy. Pupils added that a bad teacher used bad language and was hot tempered and had favourites. All these responses matched with Omari (1983) who mentioned some of the characteristics of a poor teacher as; careless teaching, not explaining things well and that the poor teacher was discriminative which could be interpreted in the present study as favouring some pupils while ignoring others. From the qualitative data gathered through Focus Group Discussions with the pupils, favouritism and bad language were the most hated things about a bad teacher. It was discovered that most of the responses from the present study matched with Kayungwa's on the characteristics of a bad teacher.

This chapter has concluded the discussions on the research findings while the next chapter makes the conclusions on the study and gives recommendations based on the study.

CHAPTER SIX

CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

6.1 Overview

Chapter six presents the conclusions, recommendations and suggestions for future research.

6.2 Conclusions

The study found that effective teachers were those who produced the best results in schools because they taught well. They were sharp (intelligent), well qualified and were regarded as role models. Effective teachers, in addition, prepared their lessons, were punctual and attended to their classes. They did not spend too much time in the staff room chatting.

The study showed that gender (sex) did not affect teacher effectiveness. Both male and female teachers performed well, each in their own areas. Qualifications, according to the study, played a role in making the teacher effective. The study revealed that age affected teacher effectiveness, however, effective teachers were still found in all age groups that is, in younger, middle-aged and older teachers. The study further revealed that experience in general helped teachers to be effective in teaching but in some cases it did not, instead, it

made them relax and take things for granted as they thought that they already knew what and how to teach. The study also showed that the methods of teaching which made one effective were a combination of teacher and child-centred methods. The recipients who were pupils on the contrary chose the explanation method as the most effective in teaching. In addition the study revealed that the school climate contributed to teacher effectiveness though the pupils could not see the relevance of it to teaching.

The findings of the study on personality traits were that, effective teachers were hard working, which portrayed their interest in the profession. These were disciplined, therefore had consistent behaviour. They co-operated with fellow teachers and were willing to learn from others. The study also showed that pupils associated effective teachers to characteristics like; encouraging, being co-operative as well as helpful.

Further, the study established that the most important classroom activities that promoted effectiveness were; organization of the lesson which led to achievement of the objectives, time management and adequate class control. Apart from that, it was discovered that the demonstration of knowledge of the material being taught; lesson preparation as well as the teacher's willingness to guide pupils in class played a role in teacher effectiveness.

The study revealed that bad teachers or ineffective teachers were those who failed to communicate the material in class. They were lazy because they came late to school and did not prepare the lessons instead they only told stories and kept revising the work done earlier. The bad teachers also used abusive language and were hot tempered. They favoured a few pupils while they ignored the rest.

This study brought out most of what the researcher felt was valid information because the target groups of respondents said the things that they had seen and experienced, and from these, they were able to rate teachers in the categories of effective and ineffective. The study concluded therefore, that whether one was teaching in a government, mission or private school, his or her effectiveness had a lot to do with all the conditions that influence teaching as well as characteristics or traits of a particular individual, and these were further influenced by the opinions that the community attached to this noble profession as shown in the study.

All in all, the findings on the effective and ineffective teachers drew a line between effective and ineffective teaching and the way pupils responded to the two camps of teachers.

6.3 Recommendations

On the basis of the findings from this research, the study makes the following recommendations to the school managers, Teachers, and other stakeholders like the Ministry of Education and Parents.

1. The study established that pupils were able to identify effective and ineffective teachers. The study recommends, therefore, that school managers should find ways of interacting with pupils in order to get views about ineffective teachers. This would help school managers know how to monitor the performance such teachers in classrooms.
2. Since in most schools, Heads of Departments (HODs) were the ones who observed teachers, it is recommended that head managers find time to physically go into classrooms to observe lessons of every teacher at least once per term. In this way they would know who effective teachers were.
3. Since the study found out that well qualified teachers were effective in their work, the study recommends that the Ministry of Education should encourage teachers with less qualifications to take further studies, each in their areas of interest (subjects). This could be by allowing the serving teachers to do distance learning especially during school holidays so that they do not leave

their classes unattended to. The result will be that those teachers will become more effective than they were before as they would acquire more knowledge and skills needed in teaching.

4. In view of the finding that to some extent experienced teachers relaxed in teaching, the recommendation is, that long serving teachers should be given responsibilities within the schools such as organizing seminars and workshops on teaching as a way of reviving their interest in the profession.
5. The study established that a combination of child-centred methods of teaching made a teacher effective; this study recommends that workshops on teaching methods and assessment of pupils should be held regularly in schools. This would in turn help the teachers evaluate their own teaching styles hence assisting them in the evaluation of their pupils' performance.
6. In view of the finding that school climate promoted teacher effectiveness, the study recommends that, in each school, school managers (head teachers) and teachers should put in place special days such as "achievers" and "open days" when both staff and pupils could come together to share the vision of the school. The result would be that every member of the school will come to know the school culture.

7. Teachers who produce 100% pass rates in Grade 12 final examinations should be praised and be rewarded materially. Other teachers too who are trying their level best in teaching should be motivated in different ways.
8. Since favouritism and abusive language discouraged pupils in class, the study recommends that during staff briefings school managers (head teachers) should constantly remind the teachers to avoid such language and that they should treat all pupils equally.
9. Since in this study teachers were seen as role models, the recommendation is that, Teachers' Unions should encourage their members to have consistent behaviour and being helpful as a way of promoting discipline and co-operation among pupils.
10. According to the study, pupils felt confident when they saw a teacher referring to some written points when teaching. The study recommends that teachers always prepare lesson plans or well out lined teaching notes. This would help capture pupils' attention in class

6.4 Suggestions for further research

- This study would give a more accurate result if done in the whole of Lusaka Province. Therefore, future research should be done on much larger scale than one district only.

- Further research could be undertaken in basic schools and the effectiveness of the teachers there be compared to that of high school teachers.
- This study found out that both female and male teachers were effective but could not determine the effectiveness of married and single female teachers. Therefore, there would be need to research on the effectiveness of these two categories of female teachers.

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APPENDICES

APPENDIX A

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON AN EFFECTIVE TEACHER FOR SCHOOL MANAGERS

Dear Respondent,

I am a postgraduate student at UNZA. You have been selected to participate in this research by providing information needed for the study.

- a. Please kindly respond to the questions and be rest assured that the answers provided will be treated with utmost confidentiality.
- b. I am hopeful that this questionnaire will bring out facts about teachers that will benefit schools and pupils and help provide quality education in our society.

Instructions

- (i) Tick in the box corresponding to the letter of the answer of your choice
- (ii) Fill in the blank spaces where required

1. Sex

- a) Female []
- b) Male []

2. Age

- a) 20 - 29 []
- b) 30 – 39 []
- c) 40 – 49 []
- d) 50 and above []

3. How long have you been in this position (Head teacher)?

- a) 0 – 4 []
- b) 5 - 9 []
- c) 10 – 14 []
- d) 15 – 19 []
- e) 20 and above []

4. How many teachers do you have in your school?

5. Do your teachers have enough time to prepare for teaching?

- a) Yes []
- b) No []

6. How is the performance of the teachers generally?

- a) Very poor []
- b) Poor []
- c) Fair []
- d) Good []
- e) Very good []

7. How often are the teachers observed by their Heads of Departments?

8. Who need more encouragement?

- a) Newly qualified teachers []
- b) Older teachers []
- c) Male teachers []
- d) Female teachers []

9. Give reasons for your answer to question 8

10. How do you identify an effective teacher?

11. Do qualifications contribute to effective teaching?

12. What makes classroom management of an effective teacher different from others?

- a) Adequate class control []
- b) Interesting presentations []
- c) Preparation of lessons []
- d) All time spent on class work []
- e) _____ (indicate your own if none of the above)

13. Does dressing portray teacher effectiveness?

- a) Yes []
- b) No []

14. Give reasons for your answer to question 13.

15. Suggest any activities or methods of teaching that can make teaching effective.

Thank you for your cooperation

APPENDIX B
THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON AN EFFECTIVE TEACHER FOR TEACHERS

Dear Respondent,

I am a postgraduate student at UNZA. You have been selected to participate in this research by providing information needed for the study.

- c. Please kindly respond to the questions and be rest assured that the answers provided will be treated with utmost confidentiality.
- d. I am hopeful that this questionnaire will bring out facts about teachers that will benefit schools and pupils and help in providing quality education.

Instructions

- (i) Tick in the box corresponding to your answer
- (ii) Fill in the blank spaces where required

1. Which sex teaches more effectively than the other? Male [] Female []
2. Do you think gender (sex) affects one's effectiveness? Yes [] No []
3. Do qualifications play a role in teacher effectiveness? Yes [] No []
4. Do you think age plays a role in a teacher's effectiveness? Yes [] No []
5. Which age group is more effective? Old [] Middle aged [] Young []
6. Does experience make one effective? Yes [] No []
7. Which method makes teaching effective?
1. Explanation 2. Question and answer 3. Group work
4. Role play 5. Silent seat work 6. Other _____
8. Does the school climate contribute to teacher effectiveness? Yes [] No []

9. From the list below, choose the three most important characteristics of an effective teacher?

- | | |
|-------------------------|-------------------------------------|
| 1. Alertness | 5. Flexibility |
| 2. Kindness | 6. Willingness to learn from others |
| 3. Cheerfulness | 7. Friendly |
| 4. Encouraging | 9. Sense of Humour |
| 5. Consistent behaviour | 10. Cooperation with other teachers |

11. From the classroom activities below choose the three most important ones.

- | | |
|-----------------------------|------------------------------------|
| 1. Preparation for lessons | 2. Knowledge of material |
| 3. Interesting presentation | 4. Organization of lessons |
| 5. Emphasizing major points | 6. Proper use of teaching material |
| 7. Adequate class control | 8. Covering material adequately |
| 9. Using examples in class | 10. Encouraging group work |

12. What are the characteristics of a bad teacher?

Characteristics _____

13. Do you have any suggestions about how one can become an effective teacher?

Suggestions. _____

End of Questionnaire

Thank you for your cooperation

APPENDIX C

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON AN EFFECTIVE TEACHER FOR PUPILS

Dear Respondent,

I am a postgraduate student at UNZA. You have been selected to participate in this research by providing information needed for the study.

- e. Please kindly respond to the questions and be rest assured that the answers provided will be treated with utmost confidentiality.
- f. I am hopeful that this questionnaire will bring out facts about teachers that will benefit schools and pupils and help in providing quality education.

Instructions

- (i) Tick in the box corresponding to your answer
- (ii) Fill in the blank spaces where required

1. What sex is your favourite teacher? Male [] Female []
2. Do you think gender (sex) affects teacher effectiveness? Yes [] No []
3. Do qualifications help a teacher to be effective? Yes [] No []
4. Does age affect teacher effectiveness? Yes [] No []
5. Does experience play a role in teacher effectiveness? Yes [] No []
6. Which method makes teaching effective?
 1. Explanation_____
 2. Question and answer_____
 3. Group work_____
 4. Role play_____
 5. Silent seat work_____

7. Do you think supervision of teachers and school regulations contribute to teacher effectiveness? Yes [] No []

8. From the list below choose the three most important traits that are associated with teacher effectiveness

Kindness

Cheerfulness

Friendly

Helpful

Attitude to pupils

Patience

Sense of humour

Flexibility

Encouraging

Cooperative

9. From the classroom activities below, choose the three most important ones that an effective teacher needs to do

Preparation for lessons

Willingness to help

Use of examples

Use of teaching materials

Readily available for consultation

Organization of lessons

Encouraging group work

Attention to pupils' feedback

Emphasizing major points

Class control

10. What are the characteristics of a bad teacher?

Characteristics _____

End of Questionnaire

Thank you for your cooperation.

APPENDIX D

SEMI-STRUCTURED INTERVIEW GUIDE FOR SCHOOL MANAGERS

1. How do you identify an effective teacher?
2. Do you think male and female teachers differ in terms of effectiveness?
Would you like to explain how?
3. Are highly qualified teachers more effective than those who are less qualified?
4. Does age play a role in one's effectiveness?
5. Can experience help a teacher to be more effective?
6. Do you think teaching methods assist one to be more effective?
7. If yes, which methods would you suggest?
8. Does the school climate contribute to teacher's effectiveness? How?
9. What could be some personal characteristics of an effective teacher?
10. Would you like to mention any three most important classroom activities that contribute to teacher effectiveness?

APPENDIX E

INTERVIEW GUIDE FOR FOCUS GROUP DISCUSSION WITH PUPILS

1. Who is an effective teacher?
2. Do male and female teachers differ in the way they teach?
3. If yes, which sex do you prefer?
4. Do qualifications play a role in teacher effectiveness?
5. Do you think the age of the teacher can affect one's effectiveness? How?
6. Does teaching experience help one to be more effective?
7. Which teaching method do you think makes teachers produce better results?
8. Can you say supervision of teachers; timetables and rules contribute to teacher effectiveness? Would you like to explain?
9. What could be the three most important characteristics of an effective teacher?
10. What could be the three most important classroom activities that would make a teacher more effective?
11. Who is a bad teacher?

APPENDIX F

OBSERVATION CHECKLIST FOR TEACHERS

1. What time do teachers report for work?
2. Do teachers attend to all the classes allocated to them?
3. How much time do teachers spend in the staff room?
4. Do teachers allow interaction with and among pupils in the classrooms?
5. Do teachers give feedback to pupils when they give them exercises and homework?
6. How do teachers show that they value their work?
7. Are teachers a role model to pupils?